

South Dakota State Scholars



5 Year Framework with Suggested Activities

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**South Dakota State Scholars
Framework**

5 year Plan for delivery of the SD State Scholar program

8th Grade

- A. 8th Orientation Program
- B. Introduction to the State Scholar Program using Business Person presenting the 8th Power Point
- C. Program for Parents explaining the value of students having a strong academic program and the need to develop an academic plan for high school
- D. Activities
 - ❖ Guidance Central (www.sd.bridges.com)
 - How to Create a Portfolio
 - SD Career Assessment Program (SDCAP)—Working with the Results
 - Where Do I Stand Today?
 - The High School Game
 - Report Card Reflection

9th Grade

- A. Students begin looking at their academic plan (Personal Learning Plan) and researching Career Clusters to determine their needs during high school
- B. Students make contact with either a Counselor or a Teacher Advisor to help them to determine their academic needs and career interests.
- C. Parents are introduced to the Personal Learning Plan
- D. Student develops a PLP and sets that up as their guide to class taking in high school
- E. Activities
 - ❖ Career Clusters (www.careerclusters.org)
 - Career Cluster Interest Survey
 - ❖ Guidance Central (www.sd.bridges.com)
 - Cluster Finder Activity
 - Browsing for Occupational Leads
 - Career Exploration
 - Exploring Careers
 - Exploring Hot Careers
 - Personal Learning Plan Activity
 - ❖ Academic & Career Goals
 - Discover Your Attitude Toward Studying
 - Study Habits Inventory
 - Quarterly Goal-Setting—Academics
 - My Career Goals
 - Finding Your GPA
 - Calculating Your GPA

10th Grade

- A. Student continues to look at their Personal Learning Plan and honing in on specific courses that they can complete to support that plan.
- B. Student continues to use resources to develop ideas as to their career interests and possible career pathways.
- C. Parent remains on board as to the student's PLP and how they stay engaged in high school.
- D. Activities
 - ❖ Guidance Central (www.sd.bridges.com)
 - Weekly Career Exploration
 - Basic Skills Survey

- TestGear BrainScan
- ❖ <http://swz.salary.com>
 - What's Left in Your Wallet?
- ❖ Academic Goals
 - Assignment Check
 - Test Preparation
 - Test Taking

11th Grade

- A. Student begins to seriously look at post high school plans, colleges or technical schools as well as activities that they may want to pursue to support or develop career interests
- B. Youth Internships to support career choices
- C. Activities
 - ❖ Guidance Central (www.sd.bridges.com)
 - Career investigation
 - Exploring Hot Careers
 - Exploring Colleges by Major
 - ❖ Post-Secondary
 - Post-Secondary Options
 - There's No Substitute for Seeing a College Yourself
 - Post-Secondary School Visitation & Interview
 - College Curriculum Search

12th Grade

- A. Student looks at performing a transcript review
- B. Student looks at performing a transcript review
- C. Student looks at applying for admission to several schools of interest.
- D. Student researches financial aid possibilities
- E. Student continues to participate in Internships or part time work to support their career interests.
- F. Senior projects to support career interests.
- G. Activities
 - ❖ Community Service
 - Community Needs List/Action Plan
 - ❖ Scholarships (www.fastweb.com)
 - Fastweb Scholarships
 - My Personal Application/Scholarship Information
 - ❖ FAFSA (www.fafsa.ed.gov)
 - Financial Aid
 - ❖ Guidance Central (www.sd.bridges.com)
 - TestGear Smart Curriculum

Parents

- A. Parents need to have input throughout high school as to their child's class taking and performance in classes.
- B. Parents need to sign off on all class changes and all changes to the PLP.
- C. Parents need to participate in events such as financial aids programs, conferences, college days and college visits.

How to Create a Portfolio

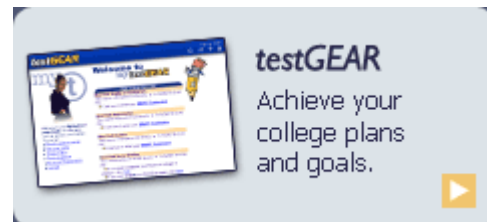
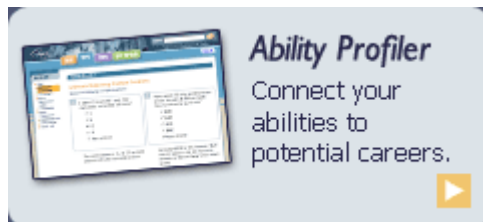
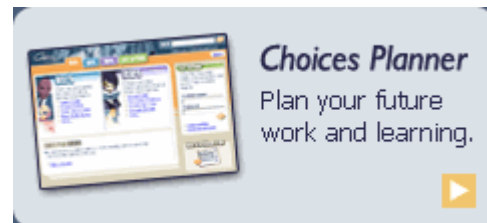
Student Instructions

Go to www.sd.bridges.com.

Select "Create a New Portfolio".

On the "Create Your Portfolio" page, submit the required information:

- 1- Use the drop down boxes to select your town and correct school.
- 2- Use your e-mail address as the Portfolio name (example SH2030@k12.sd.us).
- 3- Use your date of birth as your portfolio password but use no dashes or slashes (example 05131998).
- 4- Enter your first and last name.
- 5- Enter 0 (zero) when it asks for your student number.
- 6- Select the year you plan to graduate from high school.
- 7- If you like, fill out the optional fields with your email address and your parent or guardian's email address.
- 8- Create your portfolio by clicking "GO" to start automatically saving all of your plans in Your Portfolio.
- 9- Start exploring!! **PLEASE NOTE:** Students must take the BrainScan assessment when they first log into testGEAR. This sets the curriculum to meet their individual needs.



SD Career Assessment Program (SDCAP) – Working with the Results

Name _____

1. Go to www.sd.bridges.com and log into your account. Enter the “**Interest Profiler**” (it is under the heading “Work”) and select “See Your Results Now”.
 - Do I agree with the results of the “Interest Profiler”? Why or why not?
2. Scroll down until you see the link that states “Check out careers that match your interests.” Click on the link.
3. Find 3 careers that interest you and then answer the questions below for each career.

Career 1: What career did you choose? _____

What do you like about this career?

How many years of education does someone need to do this career?

Career 2: What career did you choose? _____

What do you like about this career?

How many years of education does someone need to do this career?

Career 3: What career did you choose? _____

What do you like about this career?

How many years of education does someone need to do this career?

Interest Checklist Activity Sheet

Where Do I Stand Today?

- 1. I know what job/career I want to pursue after high school graduation.**
- 2. I know the career cluster in which the job/career is classified.**
- 3. I know what classes I need to take in high school to be prepared for this job/career.**
- 4. I know what additional education beyond high school is needed to be prepared for this job/career.**
- 5. I know what a credit is.**
- 6. I know what classes are required to graduate from high school.**
- 7. I know what it takes to be a Regents Scholar.**
- 8. I know what is required to enter a Board of Regents University of South Dakota.**
- 9. I know how many courses I must take each year of high school.**
- 10. I know what an elective course is.**

The High School Game

- 1. When will you graduate?**
- 2. How many credits do you need to graduate?**
- 3. What is a credit?**
- 4. How many English credits are required to graduate?**
- 5. How many science credits are required to graduate?**
- 6. How many mathematics credits are required to graduate?**
- 7. How many social studies credits are required to graduate?**
- 8. How many computer science credits are required to graduate?**
- 9. How many fine arts credits are required to graduate?**
- 10. How many elective credits do you need to take to graduate?**
- 11. What courses are required of a 9th grade student?**
- 12. What courses are required of a 10th grade student?**
- 13. What courses are required of an 11th grade student?**
- 14. What courses are required of a 12th grade student?**

Report Card Reflection

Directions: Finish each statement or fill in the blank.

- 1.) The first thing that comes to mind about my last report card is...
- 2.) When I compare the grades on my last report card to what I actually learned, I...
- 3.) I liked _____ better than all my other subjects.
- 4.) I liked _____ less than all my other subjects.
- 5.) I learned best when I was able to...
- 6.) If I had the entire term to do over again, I would change the way I...
- 7.) This term I've decided to...
- 8.) I care more about _____ than my grades.
- 9.) My parents care more about _____ than my grades.
- 10.) At the end of a term, other things besides my report card tell me how well I did. They are:

Circle the best answer that describes you.

Last quarter I studied	too much	enough	not enough
Last quarter I socialized	too much	enough	not enough
Last quarter I worked	too much	enough	not enough
My parents think I studied	too much	enough	not enough
My parents think I socialized	too much	enough	not enough
My parents think I worked	too much	enough	not enough
I think I did my best last quarter		yes	no
My parents think I did my best last quarter		yes	no
My teachers think I did my best last quarter		yes	no

Explain how you plan to improve your next report card.

CLUSTER FINDER ACTIVITY

1. Go to www.sd.bridges.com and log into your portfolio.
2. Click Choices Explorer on your Tools page.
3. Click on blue Work Tab at top of screen.
4. Click Cluster Finder link.
 - a. Take the Survey or See your results now.
 - b. When your results appear, go to Print this in upper right corner.
 - i. Print 2 copies of Page 1. One for the Counselors and one for yourself or advisor.
5. Explore options.
 - a. Add cluster(s) to your portfolio
 - b. View careers in top clusters

Browsing for Occupational Leads

Student Activity Using Guidance Central Explorer

1. Log onto www.sd.bridges.com
2. In Choices Explorer, click on the "Work" tab.
3. A list of career clusters will appear. Choose the clusters that most interest you and explore at least two of them.
4. When you click on a cluster, a list of related careers will appear. Explore the five careers that most interest you. Every time you explore another career, jot the name in the space provided below.

The career cluster I browsed:

1. _____

The five careers I selected:

1. _____

2. _____

3. _____

4. _____

5. _____

The career cluster I browsed:

1. _____

The five careers I selected:

1. _____

2. _____

3. _____

4. _____

5. _____

Career Exploration

Name _____

1. On the Choices Explorer home page, what was the trivia question and answer?
2. Investigate at least one career highlighted on the home page. Write the name of the career and something you would like and maybe dislike about the career.
3. Click on the “Work” link at the top of the page. Go into “Career Finder” and answer the questions. List 5 jobs that sound interesting as a result of the answers you gave. For each of the 5, write the name of the job, how much schooling is needed, and how much money a person in that career makes. Also, save these jobs into “Your Portfolio”.
4. Go back to the “Work” home page. Search for a career by using a “Career Cluster”. Write down which clusters interest you (at least two). Find two jobs in each cluster that are kind of interesting. List the name of the job, the education needed, and how much money they make. Also add these to “Your Portfolio”.
5. Go back to the “Work” home page. Entrust your career to the “Career-O-Matic”. Spin the “Career-O-Matic” two times. Write the names of the jobs you got. What do you think that person would do? Do you think this is a job you want to have? Why or why not?
6. Why is it important to start career exploration and planning at this time in your life?

Exploring Careers

1. Which career are you exploring? _____
2. List some of the tasks this career requires you to do.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
3. Is a high school diploma required for this career?
4. Name some of the special classes (electives) you can take in high school to prepare for this career.

5. Is college required? _____ If so, how many years? _____
6. How much can you earn in this career?

7. Click on the "Skills" tab and list some of the skills you would need for this career.

8. Does this career sound interesting to you? Why or why not?

9. Would you like to know more about this career?

Exploring Hot Careers

1. Students list the major careers in their community. Have them then list the major careers/industries for South Dakota.
2. Ask students to log onto the www.sdjobs.org/lmic website. Have them follow these instructions to access specific information on “high need” occupations:
 - a. Click on “Career InSite”, listed on the left side of the page.
 - b. Click on “Focus on specific careers”, also on the left side of the page.
 - c. Click on “Look at hot careers”.
3. Students will be able to explore the projected number of employment and workers needed on an annual basis for the next five years. Have students compare the number of South Dakota jobs available, based on the type of schooling pursued.
4. Lead a short discussion following this activity. Have students report what they have learned about a specific job. A written report or PowerPoint can be substituted for the verbal presentation.

PERSONAL LEARNING PLAN ACTIVITY

1. Go to www.sd.bridges.com and log into your portfolio
2. Click Choices Planner on your Tools page
3. Click on Course Plan Builder link
 - a. Click on Start a new high school course plan
 - b. Click on a Cluster
 - i. Click on Add to your plan
 - ii. Click on Edit your plan (Use your transcript)

DISCOVER YOUR ATTITUDE TOWARD STUDYING

To learn and apply time-saving skills, you must have a positive attitude. Your attitude and motivation will make all the difference. To measure your attitude toward studying, complete this exercise. Read the statement and circle the number that best describes how you feel. For example, if you circle a 5 you mean your attitude could not be better in this area: if you circle a 1 you mean that your attitude needs considerable improvement.

	High 5	4	3	2	Low 1
If I fail a test, I increase my efforts and get help from somewhere; a teacher or tutor.	5	4	3	2	1
My concentration is strong. I am not easily distracted.	5	4	3	2	1
The challenge of reading a difficult textbook does not throw me.	5	4	3	2	1
Although busy, I always manage some time to study.	5	4	3	2	1
When I have a boring instructor, I work harder to make the materials interesting.	5	4	3	2	1
I have a reason for going to school and know that studying will get me closer to my goals.	5	4	3	2	1
My moods seldom prevent me from completing my work.	5	4	3	2	1
I attend class regularly.	5	4	3	2	1
I know how to reward myself for finishing a difficult assignment.	5	4	3	2	1
	_____	_____	_____	_____	_____
	5	4	3	2	1

TOTAL SCORE _____

My general attitude is:

EXCELLENT	()	(45-40)
GOOD	()	(39-30)
NEEDS HELP	()	(29- 9)

STUDY HABITS INVENTORY

How do you rate in study habits? Taking an inventory will help you find out. Your special inventory will point out your good study habits and serve as a master plan to improve on poor study habits.

This survey is NOT a test. It has no score and you will not be graded. Answer the questions truthfully by placing a check in the appropriate column. Discover how many good study habits you have. Chances are you'll surprise yourself.

Before studying, I:	Always	Sometimes	Never
1. Make sure that I have enough energy to do the job right.	_____	_____	_____
2. Keep an assignment book for homework instructions.	_____	_____	_____
3. Keep a daily study plan.	_____	_____	_____
When studying, I:			
1. Work in a reasonably quiet room.	_____	_____	_____
2. Have the materials I need (such as books, notes, pencils, assignments).	_____	_____	_____
3. Find a place with good lighting, a desk and chair.	_____	_____	_____
4. Work without interruptions such as the telephone or friends visiting.	_____	_____	_____
5. Take a break for at least five minutes for every half to one hour of study.	_____	_____	_____
6. Start my assignments quickly and without trouble.	_____	_____	_____
7. Work steadily without daydreaming.	_____	_____	_____
8. Have a method of study.	_____	_____	_____
9. Plan to complete and hand in my assignment on time.	_____	_____	_____
10. Prepare for a test a few days before I take it.	_____	_____	_____
11. Check over quiz papers or pre-test for errors.	_____	_____	_____
12. Keep a dictionary available to check Spelling errors or word meanings.	_____	_____	_____
13. Skim through a chapter of a book before I read and study it.	_____	_____	_____
14. Reward myself after study by allowing time for exercise or social activities.	_____	_____	_____

Quarterly Goal-Setting--Academics

Name _____

Quarter (or Trimester) from _____ (date) to _____ (date)

Academics Goals: Choose an academic goal for each of your courses--a quarterly grade you want to earn; specific skills you want to use and improve; something you want to learn how to do well, or content knowledge you want to master.

Name of Course	
By the end of this quarter I will...	
Why does this goal matter to me?	
Three steps I will take to achieve this goal	
Two obstacles and what I can do to overcome them	
Three indicators that I'm on my way to reaching my goal	
Who will I talk with about my goals? What support do I need?	

Comments during the quarter:

Results at the end of the quarter:

What worked? What didn't? What will I do differently next quarter?

What did I learn about myself?

My Career Goals
(Job Search or Long-Term)

1. Short-Term Goal
2. Intermediate Goal
3. Long-Term Goal

Steps to Reach Goal #1

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Step to Reach Goal #2

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Steps to Reach Goal #3

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Remember to review these goals statements regularly and work on reaching them.

Good luck!

Finding Your GPA

Grading Scale will vary according to each individual school

Weighted Classes

A	4
A-	3.75
B+	3.5
B	3.
B-	2.75
C+	2.50
C	2.
C-	1.75
D+	1.50
D	1.
D-	.75

A	5.
A-	4.75
B+	4.50
B	4.
B-	3.75
C+	3.5
C	3.
C-	2.75
D+	2.50
D	2.
D-	1.75

Weighted classes:

AP English 11, AP American Literature, AP English 12, AP Chemistry, AP Biology, AP Calculus, AP History

CALCULATING YOUR GPA

INSTRUCTIONS: Using the grades you obtain on your progress report, fill out the chart below, and then answer the questions. If some grades are missing on your Report Card or Progress Report, make your best guess about that grade.

QUALITY POINTS: A=4 B=3 C=2 D=1 F=0

CREDITS: All courses receive one credit in figuring the GPA.

EXCLUDED COURSE: P.E. is not used in calculating your official GPA.

COURSE	GRADE	QUALITY POINTS	ATTEMPTED CREDIT
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
TOTALS:		_____	_____

To figure your GPA, divide the QUALITY POINTS by the attempted CREDITS. Carry your answer to three decimal places:

$$\frac{\text{QUALITY POINTS}}{\text{ATTEMPTED CREDITS}} = \text{GPA}$$

Weekly Career Exploration

1. Go to www.sd.bridges.com and log into your portfolio.
2. Click on “Choices Explorer”.
3. Scroll down and look under “This Week’s Highlights”. Under the heading “Explore Education”, select one highlighted link and click on it.
 - a. What career did you select?
 - b. What are some related majors?
 - c. What are the related Career Pathways?
4. Go back to the “Choices Explorer home” by clicking on the orange “Home” tab at the top of the page.
5. Look under the heading “Labor Market Buzz” and select an article to read.
 - a. Which article did you select?
 - b. Write down two things that you learned from reading this article.
6. Go back to the “Choices Explorer home” by clicking on the orange “Home” tab at the top of the page.
7. Look under the heading “This Week’s Trivia Question”.
 - a. What is this week’s question?

Basic Skills Survey

Follow these steps to take the Basic Skills Survey:

1. Log into Guidance Central at www.sd.bridges.com.
2. Click on "Choices Planner", then under the "Work" Heading, click on "Basic Skills Survey".
3. Begin the survey, completing all 10 areas and clicking on the activities you can perform.
4. When you have completed the sections, your "Skills Profile" will appear, followed by descriptions of the 10 basic skill areas. Your results have a numerical rating (10 is the highest level you can have). Read your results, scrolling down to examine the descriptions of the skill areas.
5. Print your results if your teacher instructs you to do so.
6. Click on "Review Matching Careers". A list of careers matching your highest skill areas will emerge. There may be several pages to this list. Examine the career titles.
7. When you have finished looking at the careers available, choose one to use to complete the questions below.

Do Your Skills Match Your Ambitions?

Which career did you choose? _____

Click on this career title and read "What They Do". Write a brief description of this occupation, including some job tasks.

Click on "Skills You Need". Which skills are considered the most important to this career?

How does the skill level required compare to your skill level in this area?

Click on "What to Learn". Which pathway should you be concentrating on in high school to pursue this career?

Click on "Salary and Outlook". What is the annual earnings range?

What is the projected outlook for job availability in this occupation?

Click on your browser's "Back" button until you return to your list of matching careers. Choose another career and make the same comparisons.

Which career did you choose? _____

Click on this career title and read "What They Do". Write a brief description of this occupation, including some job tasks.

Click on "Skills You Need". Which skills are considered the most important to this career?

How does the skill level required compare to your skill level in this area?

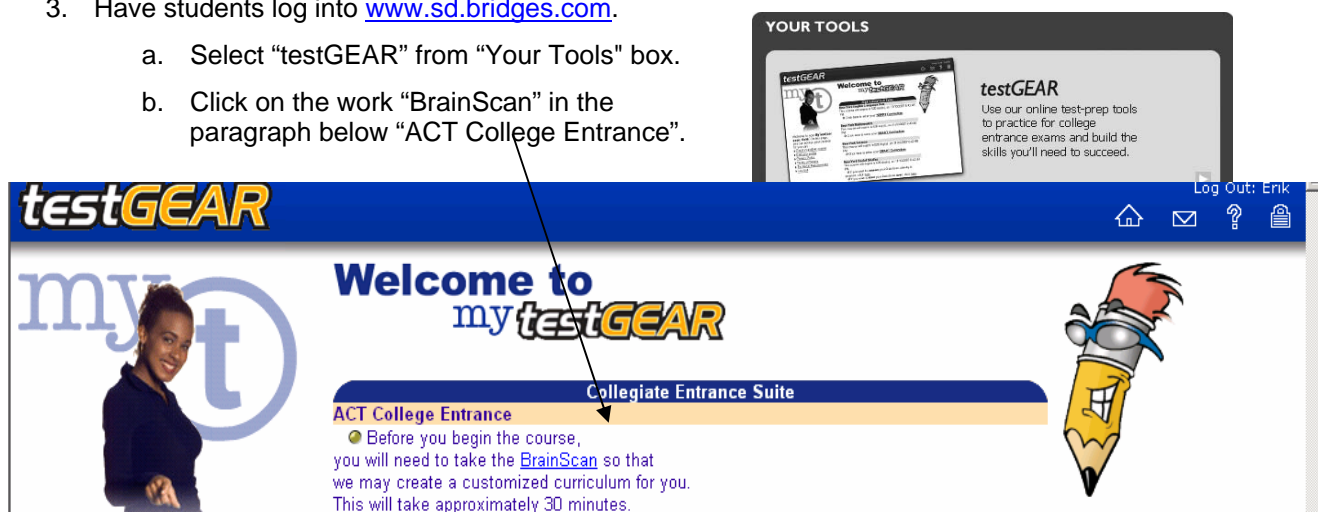
Click on "What to Learn". Which pathway should you be concentrating on in high school to pursue this career?

Click on "Salary and Outlook". What is the annual earnings range?

What is the projected outlook for job availability in this occupation?

TestGEAR BrainScan

1. TestGEAR is a component of Guidance Central that gives students the opportunity to prepare for standardized test excellence.
2. The BrainScan is a diagnostic tool used to assess academic strengths and areas of greatest need. Following are student directions for the exercise:
 - a. During the BrainScan, you will be asked a series of self-assessment questions designed to gauge your learning style. (This section asks students to determine their skill level for various subjects.)
 - b. You will also be asked a series of objective-assessment questions designed to gauge your academic skills. This section asks you to complete questions for various subjects. Click on the button next to the answer to select it, or enter your answer in the blank and click "Submit My Answer". After you click on an answer, you will move to the next question.
 - c. Upon completion of the last BrainScan question, the system takes a minute to calculate your scores, build your SMART Curriculum and display your results. Do not use your back button until the results matrix is on your screen.
 - d. The results table displays the name of each section completed, the number of questions in each section, your answers and/or the correct answers. NOTE: You can see your BrainScan answers at any time by reviewing your Progress Report under the SMART Curriculum. (For educators, whole class results become available in TestSCOPE.)
3. Have students log into www.sd.bridges.com.
 - a. Select "testGEAR" from "Your Tools" box.
 - b. Click on the work "BrainScan" in the paragraph below "ACT College Entrance".



- c. The next screen is the BrainScan introduction page. Click on "Take the BrainScan". *If students chose to skip the BrainScan, they will not be able to access it again.* Begin answering questions for the BrainScan.
- d. Review your BrainScan results and then click the My testGEAR icon at the upper right hand side of the page to return to the My testGEAR page. *(If students do not complete the BrainScan, they can finish it at a later login. When they return to testGEAR, they will see the following:*



- If you want to **resume** your BrainScan already in progress, click [here](#).
- If you want to **start** your BrainScan **over**, click [here](#).

)

4. After completing the BrainScan, the My testGEAR page will prompt you to go to your SMART Curriculum for that course.
5. Click on the House icon at top right of screen to return to Your Tools page and sign out.



What's Left in Your Wallet?

1. To introduce the lesson, lead a discussion about career selection, amount of salary, and living within that salary. Have students brainstorm to generate a list of expenses that must come out of this amount (insurance, taxes, rent, car payment, etc.).
2. Ask students to log into <http://swz.salary.com/>.
 - a. Under "Salary Wizard", identify a career field of interest and the location in which you will want to live and work.
 - b. Scan through the list of careers associated with this field of study. Locate the career that closely related to your interest. Click on the "More" button for a detailed job description. Write down the key job responsibilities and level of training required. Close out of this page.
 - c. Click on the "Base Pay" link. Record the Base Pay for this job.
 - d. Click on the "Net Paycheck Results". Record the amount listed on the paycheck under "Your Estimated Paycheck Results". If you would like to customize the deductions or when you are paid, change the "Categories" and calculate again.
3. Discuss their outcomes of making this level of salary. Ask them to complete this process again, using a different career and educational level.

Suggested Activities:

1. Students can log into Guidance Central and look for schools where they could pursue a degree in this career field.

Assignment Check

Directions: For each statement below, check the responses that apply to you most of the time. If none of the statements apply to you then check the blank that reads "other" and explain your reasoning.

1.) When I read an assignment in class.....

- ☐ I read it carefully and study it thoroughly.
 - ☐ I change the way I read, depending on what the teacher says the intent of the reading is.
 - ☐ I take notes as I read in order to study later.
 - ☐ I read it, but often don't remember it later.
 - ☐ I never read, because I am not a very good reader.
 - ☐ I read as fast as I can just to get it done.
 - ☐ I often finish first.
 - ☐ I rarely finish on time.
 - ☐ I usually just read the first few paragraphs.
 - ☐ I wait until a friend is done and ask what it was about.
 - ☐ I read it slowly and do not learn a great deal.
 - ☐ Other
- (explain) _____
- _____

2.) When I have homework assignments that are due in the future.....

- ☐ I wish they were due sooner because I often need pressure to make me finish my work.
 - ☐ I usually forget to complete them.
 - ☐ I simply copy them so it does not matter when they are done.
 - ☐ I finish them as soon as possible to get them done.
 - ☐ I enjoy them because I have more than enough time to do them at my own pace.
 - ☐ I put them off until the last minute and hurry through them at the last minute.
 - ☐ I put them off and spend much of the time worrying about them.
 - ☐ Other
- (explain) _____
- _____

Finish the following sentence:

If I could choose a couple of behaviors to improve on, I would.....

Test Preparation

Directions: Read the eight hints below. Answer the questions about how well you follow each of these hints. Use the back of this page if you need more space.

Hint 1: Have a regular time to study every day.

Do you always study at the same time?

If yes, when is that time?

If no, list all the times you study.

Hint 2: Review your work regularly.

How often do you review your work?

How much do you "remember" about something you studied the week before?

Hint 3: Outline and summarize your work.

How often do you outline your work?

What kind of work do you usually outline?

What are the different ways to outline and summarize your work?

What way works best for you?

Hint 4: Get help from your teacher.

How many times in the past week have you asked your teacher for help?

When is the best time to ask for help?

Hint 5: Make a test study schedule and stick to it.

How far in advance do you start preparing for a test?

Do you make a study schedule for each test?

If yes, what is your usual schedule?

If no, how do you study for a test?

Hint 6: Keep yourself in good physical health.

Are you in good health now?

If yes, what do you do to stay that way?

If no, what can you do to get in better shape?

Hint 7: Strive for good mental health.

How do you usually feel when you take a test? Do you like that feeling?

How would you rather feel?

Hint 8: Review briefly before a test.

How much time do you spend reviewing the night before a test?

Do you concentrate on what you don't know?

If yes, how do you determine what you need to study most?

If no, how do you review for a test?

Circle the hint you think will help the most in preparing for your next test.

R.A.P @ Dale Seymour Publications

Test Taking

- 1 .Know how much time you have to take the test.
2. Know the point value of each test question.
- 3 Follow the directions carefully.
4. Note all key words in the directions.
- 5 Re-read all questions and directions.
6. Look over the entire test before answering any questions.
- 7 Answer questions you know first.
8. Put a check next to questions you want to come back to.
9. Return to checked questions.
10. Make an "X" on the bottom of each page when you complete it.
11. Review all of your answers,
12. Memorize this code word:



SCORER

Schedule your time.

Circle key words

Omit difficult questions.

Read carefully

Estimate your answers

Review your work.

R.A.P e Dale Seymour Publications

CAREER INVESTIGATION

	How does this suit you? <i>Yes – No – Maybe, etc.</i>
Occupation:	
Basic job duties and conditions:	
Circle the interest codes for this occupation. <div style="text-align: center; letter-spacing: 10px;">R I A S E C</div>	
My transferable work skills: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	
List the work values for this occupation (reverse) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	
What income (current and future) and benefits are usually possible for this field? 	
What are the average hours/time/demands? Do they fit my home life?	
What kind of training is usually required?	

<p>How long is it?</p> <p>Where is the training available?</p> <p>Am I willing and capable of completing the training?</p>	
<p>What is the job demand/employment outlook?</p> <p style="text-align: center;">Increasing Stable Decreasing</p>	
<p>Am I willing to move elsewhere for training or employment?</p>	
<p>Who are the typical employers?</p>	
<p>How do people usually get started in this career?</p>	
<p>What are some of the related occupations?</p>	
<p>How interested am I in this occupation?</p>	
<p>If interested, what do I do next?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	

MY WORK VALUES

THE FOLLOWING IS A LIST OF WORK RELATED VALUES. READ THROUGH THEM AND TRY TO DECIDE WHICH ARE MOST IMPORTANT TO YOU. CHECK THE TOP TEN, THEN ELIMINATE THE LOWEST FIVE. RATE THE REMAINING FIVE.

_____ Variety	_____ Working with others
_____ Helping others	_____ Working alone
_____ Prestige and recognition	_____ Morals or ethics
_____ Creativity	_____ Freedom
_____ Immediate Pleasure	_____ Respect from Others
_____ Family Life	_____ Contribution to Others
_____ Honesty	_____ Worthwhile Relationships
_____ Independence	_____ Personal Development
_____ Dependence	_____ Knowledge Acquisition
_____ Money	_____ Travel
_____ Responsibility	_____ Pressure
_____ Pride in Work	_____ Tension
_____ Advancement	_____ Supervision of Others
_____ Challenge	_____ Close to Nature
_____ Job Security	_____ Personal Achievement
_____	_____

Exploring Hot Careers

1. Students list the major careers in their community. Have them then list the major careers/industries for South Dakota.
2. Ask students to log onto the www.sdjobs.org/lmic website. Have them follow these instructions to access specific information on “high need” occupations:
 - d. Click on “Career InSite”, listed on the left side of the page.
 - e. Click on “Focus on specific careers”, also on the left side of the page.
 - f. Click on “Look at hot careers”.
3. Students will be able to explore the projected number of employment and workers needed on an annual basis for the next five years. Have students compare the number of South Dakota jobs available, based on the type of schooling pursued.

Exploring Colleges by Major

1. Go to "Choices Planner". Then click on the "Learn" tab at the top of the page.
2. Look under "Programs and Majors". Select one of the categories that you feel is interesting, by clicking on that category. What did you select?
3. Now you will see a large list of possible college programs and majors. Select a program by clicking on it. What did you select?
4. Read about that program, then select how many years of school you need for that major. Scroll down and select a state or region and click "go". You will end up with a list of colleges. How many are on your list?
5. Select two schools that have the major you listed above. Write down the following information for each school.

A. ***Name of school:***

B. Where school is located:

C. Cost of attendance:

D. Admissions deadline:

E. Scholarship application process:

A. ***Name of school:***

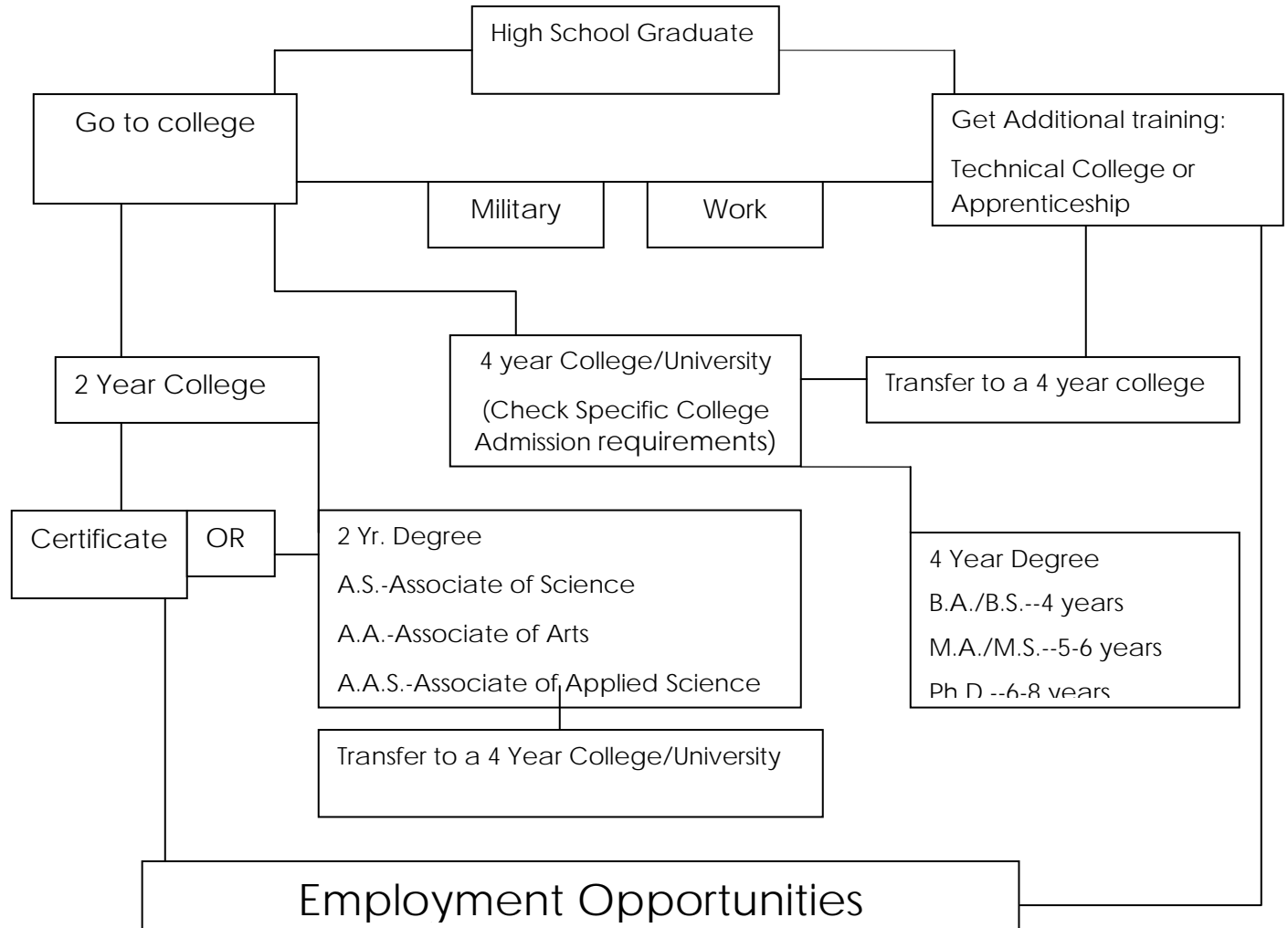
B. Where school is located:

C. Cost of attendance:

D. Admissions deadline:

E. Scholarship application process:

Post-Secondary Options



Post-Secondary Options

Most careers require at least some education or training beyond high school. One career may require four years of college while another may require a nine-month program at a technical school. In most cases, your career choice will determine which of the following options is the most appropriate:

Two-Year Colleges/Military

Career and Technical Colleges Apprenticeships

Four-Year Colleges/Universities Employment

Two-Year Colleges

Two-year colleges provide affordable, career oriented programs, which enable students to begin their careers after only one or two years of college. Typically, class sizes are kept small and professors have worked, or are working, in a related career field. Students completing one-year programs receive certificates or diplomas, and students completing two-year programs earn associate degrees. Degrees that may be obtained include A.A.-Associate of Arts, A.S.- Associate of Science, and A.A.S.-Associate of Applied Science.

Students may also start their education at a two-year college, and then transfer to a four-year college to earn a bachelor's degree. Schedule a campus visit to learn more about their programs and facilities.

Career and Technical Colleges

Career and technical colleges offer students short-term training in a wide variety of career fields. Career and technical colleges may be privately owned, and the programs they offer vary greatly. Some career and technical college programs last only a few weeks, while others take up to two years to complete. These programs are designed to prepare students for specific careers. Students therefore spend most of their class time in job-related settings where they receive hands-on training from experienced instructors. Degrees that may be obtained include diploma, certification, A.A.-Associate of Arts, A.S.-Associate of Science, and A.A.S.-Associate of Applied Science.

Four-Year Colleges/Universities

A four-year college education, or bachelor's degree, is necessary for approximately 20% of today's careers. A bachelor's degree can open doors, provide status, and prepare students for financially rewarding careers. All colleges and universities hope to attract bright, well-prepared students. Colleges and universities vary greatly in their majors offered, admission policies, and costs.

Four-year colleges and universities want students to have both a broad-based education, and education in a specific subject area or major. In order to insure that students receive a well-rounded education, most four-year colleges and universities require that students take 25-50% of their classes in general education courses like English, math, science, and history. Since many of the general education courses are taken during freshman year, "undecided" students can use their first year of college to fulfill general education requirements and to decide on a major.

Entrance requirements vary greatly. Colleges and universities that have an open admission policy will accept most high school graduates who apply. At the other end of the spectrum are colleges and universities that are highly selective. In order to be accepted at a highly selective college or university, a student must usually have high ACT/SAT scores and a high GPA. Regardless of the entrance requirements, all colleges and universities want applicants who have followed a college

prep program in high school. This generally includes four years of English, three years of math (including Algebra I, Geometry, and Algebra II), three years of science, three years of social studies, two years of the same world/foreign language, and one year of fine arts. If a student has not taken all of these courses, it does not mean that he/she cannot go to a four- year college or university. Consult with the admissions counselor for more information.

The student who has not taken several of the recommended college preparatory courses may want to start at a two- year college, then transfer to a four-year college after a year or two. Students may also start off at a four-year college or university's branch campus where the admission requirements are less competitive, classes are smaller, and where there is less academic pressure. Students can attend the branch campus for one or two years, then, if they have high enough grades, transfer to the college's or university's main campus.

Degrees from a four- year college include B.A. – Bachelor's of Arts or a B.S. – Bachelor's of Science. After a bachelor's degree, some advanced degrees include: M.A. – Master of Arts, M.S. – Master of Science, Ed.D. – Doctor of Education, Ph.D. – Doctor of Philosophy, J.D. – Juris Doctor (lawyer), and M.D. – Medical Doctor.

Military

The military trains young men and women so that they can protect the interests of our country. In order to do this, the military offers qualified high school graduates a good salary and free job training. The military also provides discipline and structure, as well as opportunities for career advancement and travel. The United States military is the nation's single largest employer. It offers training and employment in over 2,000 job specialties, 75% of which have civilian counterparts.

There are four major branches of the military: the Army, Navy, Air Force, and Marines. Opportunities for students also exist in the Coast Guard, the National Guard and the Reserves. College students who take ROTC will enter the military as officers, while academically gifted students will find excellent educational opportunities at the four military academies.

Apprenticeships

Students who prefer a hands-on approach to learning may want to consider an apprenticeship program. Apprentices learn a skilled trade through a combination of classroom instruction and on-the-job training. Apprenticeship programs are considered by many to be the best way to receive training in the skilled trades. Apprentices receive on-the-job training and classroom instruction. Apprenticeships are agreements in which employers pay individuals while they are learning their trade or profession. Apprenticeship programs demand hard work and dedication. Those who receive their training through apprenticeship programs are provided with power and opportunities for advancement. Contact your career counselor for more information.

Employment

Employment is an appropriate option for some high school graduates. Turn a job into a career. High school graduates with no vocational training will probably find that they have limited career options. In many cases they will find that they are, in reality, not entering a career field as much as they are "getting a job." In most cases they will also find that they will not be making much more than minimum wage, and opportunities for advancement will be very limited.

On the other hand, business and industry are always anxious to find employees who are hard working, polite, punctual, well-groomed, willing to learn, and able to get along well with others. Of course, if a student has a particular talent or skill in sales, art, computer, etc., he/she can be very valuable to an employer. Contact your career counselor for more information.

PLANNING DAYS QUESTIONNAIRE

1. List three post-secondary representatives visited with during planning days.
2. From each representative get the following information:
 - A. Major/minor interested in
 - B. Tuition/fees/books/housing costs
 - C. Placement opportunities
 - D. Student/teacher ratios
 - E. On/off campus housing
 - F. Scholarship information
 - G. Internship opportunities

POST-SECONDARY OPTIONS**HIGH SCHOOL GRADUATE**

Get Additional training:

Technical College or Apprenticeship

Military Work (Two Year s or Less)

Go to College

2 Year College Certificate OR

4 year College/University

EMPLOYMENT OPPORTUNITIES

2 Yr. Degree

A.S. – Associate of Science

A.A.-Associate of Arts

A.A.S. – Associate of Applied Science

Transfer to a 4 Year College/University

4 Year. Degree

B.A./B.S. – 4 years

M.A./M.S. – 5-6 years

Ph.D. – 6-8 Years

There's No Substitute for Seeing a College Yourself!

There are many ways to find out about a college, from brochures to videos to college fairs. However, the bottom line is that nothing beats the test of going to a college and seeing it yourself. Here are some ideas to help you make the most of a campus visit.

BEFORE YOU GO:

Contact your school counselor to set up a campus visit in advance.

Just as there's no substitute for seeing a college firsthand, there's no substitute for advance planning. The counselor can set up meetings with the admissions and financial aid offices and can arrange for you to attend classes or visits with professors. If you want to stay overnight in a residence hall, ask if arrangements can be made. Have available a date, time of arrival, and who and how many people will be attending before you contact the counselor.

Read up on the college and think about questions.

Go back through the information you've collected about the college. Check the resources at your school's guidance office and browse the college's website. This research will help you think of questions to ask and aspects of the college to explore while you're there.

See the list of questions below to help you get started. As you think of other questions, write them down.

WHILE YOU'RE THERE:

Talk to as many students as you can.

Once you are on campus, try to take advantage of a variety of ways to learn about the college:

5. Meet with an admissions officer or attend an information session
6. Take a tour of the campus
7. Sit in on a class
8. Have a meal in the cafeteria
9. Pick up copies of the student newspaper and alumni magazine

Through your visit, talk to as many students as you can and don't be bashful about asking questions!

Prepare for the interview.

If you have scheduled an interview, take along your list of questions so you are sure to cover everything you wanted to find out. You'll probably be asked about your academic background, interests, hobbies, goals and why you're interested in the college, so be ready to talk about that. As with any interview, be on time, or call ahead if you know you'll be delayed.

Take time to look around on your own.

Take some time to explore the campus on your own and absorb the atmosphere. While organized activities can give you information, the reverse is true, too. Explore!

LOTS AND LOTS OF ????:

You've probably already thought of lots of questions to ask during your campus visit. Here are some suggestions, but be sure to ask the questions that are important to YOU.

When you talk to students, ask:

1. How many hours a week do you study? Is that typical here?
2. Are faculty members interested in students and accessible outside of class?
3. Do many students go home on weekends?
4. Are the athletic facilities open to all students or only to athletes?
5. Is it possible to study in your dorm room?
6. Is the food good?
7. Are campus jobs readily available?
8. Is there easy access to computer? Where are they located?
9. What's the library like as a place to study? To do research?
10. What do you like most about this college? Least?
11. How easy is it to get the classes you want?

12. If you could change something about this school, what would it be?

If you attend a class, ask yourself:

1. Are students prepared for the classes? Do they seem interested in the material?
2. Do I feel that students are learning - either new facts or new ways of thinking about a subject?
3. Is there time for questions and discussion? Do students participate?
4. Am I intellectually challenged by what is taking place in the class?
5. Is there good rapport between professors and students?

As you tour the campus, ask yourself:

1. Are the buildings in good repair? The grounds well-kept?
2. Are the residence halls pleasant and quiet enough to study in? Are there laundry and kitchen facilities?
3. What's the cafeteria like?
4. Are computers and lab equipment up-to-date and plentiful?
5. What is the surrounding town or city like?

In an interview or information session, you could ask:

1. Does the college have academic programs that fit my interests?
2. Where are computer terminals located? Will I have to pay extra for computer time?
3. Will I have access to special equipment (such as an electron microscope) as a first-year student?
4. What are the strengths and weaknesses of the college's advising system?
5. How many students will there be in courses I'm likely to take in my first year? Are those courses taught by professors or graduate assistants?
6. What kinds of campus jobs are available for first-year students?
7. Will there be any new programs or facilities in the next two years?
8. What are the college's recent graduates doing now?

AFTER THE VISIT:

Write down your impressions.

1. Were the people friendly? Did they answer your questions fully and candidly?
2. What do you think of the quality of instruction and the academic atmosphere?
3. Were the students the kind of people you 'd like to get to know?
4. Did you like the social atmosphere?
5. Would you like to spend more time there?

Post-Secondary School

Visitation & Interview

Preparation for Visit / Interview

What to Look For

Questions to Ask

Possible Questions asked

Finding the right post-secondary school to attend is never an easy task. School visitation and interview are two of the best ways to narrow your choices and get the most informed perspective on the schools.

Preparation for School visitation/interview

Which School	
Time	
	<p>The best time to visit is when the school is in session. Try to schedule your visits when you will have at least one ACT score to help you to evaluate your chances of meeting the admissions requirements. Visit schools for a tour as early as April of your junior year.</p> <p>Contact your guidance counselor to set up an appointment far in advance for the visit. They will call the admission office to set appointments with admissions, financial aid and ask for the possibility that you can sit in a class if you are interested. Return in the fall to those schools you are most interested in for a day of visiting classes, talking with students, staying overnight, etc. Know the attendance policy at your school as to the number of days you may miss class to visit post-secondary schools.</p>
Preparation	
	<p>Research and read about the college in guide books, on the internet, and in the college catalog. Prepare questions to ask and appropriate responses to the possible questions that will be asked. Have a Notebook/pen handy. Bring a copy of your high school transcript, resume, and test score reports. Dress appropriately. You may refer to people in the photos of the college catalog. Map the route and be on time at the office (not in the campus.) Write down notes as soon as you are done with the visitation. Take pictures of the campus or obtain school brochures.</p>

What To Look For

At an **Information Interview**:

Take a student guided campus tour; talk to students; check facilities including dormitories, libraries, student center, and have a meal on campus in the dining hall; read the campus newspaper and flyers on bulletin boards. The campus tour will take about one hour. Don't expect your tour guide to be an expert on all aspects of the school.

Take some time to walk or drive around the perimeter of campus to get a sense of the community. You may want to find out about the local transportation system, local airport, and bus/railway station.

At an **Recruiting Interview**:

Expect to be impressed with the things they talk about. They will tell you what they want you to know. Feel free to ask questions. Do not be surprised if you feel overwhelmed.

Questions to Ask

What is distinctive about this school which might be different from its peers?

What other schools did your campus tour guide apply to? What were the reasons for selecting this school? Any surprises since then?

Access to computer, telephone, cable? Can I access the library directly from my dorm room?

When is the Lab open? weekdays/weekends?

Other than dorm or library, where do students study?

What are the strengths of the school's advising system?

% of classes that are taught by professors?

How large are the classes for Freshmen?

Are there new programs or facilities that will be available in the next couple of years?

What athletic facilities are available?

Does social life revolve around the campus, or do most students leave on weekends?

What are the living arrangements for first year students? What is the system of housing allocation after freshman year? Are upper classmen guaranteed space on campus?

Have applicants to your school used any particularly creative methods to get the attention of the admissions committee? If so, what were they?

How does your school evaluate AP courses and examinations? Do you evaluate the academic rigor of a high school by the number of AP courses offered?

If an admission essay is required, what are you looking for when reading a prospective

What kind of campus jobs can I get if I qualify for financial aid?
If a student applies for financial aid, does this have a negative impact upon their application for admission?
What percentage of the entering student body applied for Early Decision or Early Action? Is there an advantage to applying for Early Decision to your school?
Does your school use a wait list for those students who are not initially accepted? If so, have you taken students from that wait list the past two years? Do you prioritize the wait list?
Is it likely I'll be admitted?

Possible Questions Asked

What were the books you recently read?
What magazines do you like to read?
Share a specific article that interested you the most?
What was your most challenging experience?
What kinds of things do you do outside of academics?
What makes you tick usually?
Name three adjectives that describe you?
What are the career areas you've considered during high school?
What are your academic strengths and weaknesses?
What major do you intend to follow?
How did you choose this college?
What do you think you will bring to the campus?

COLLEGE CURRICULUM SEARCH

1. What is a Diploma (at a technical school)?
2. What is an Associate's degree?
3. What is a Bachelor's degree?
4. What is a Master's degree?
5. What is a major?
6. What is a minor?
7. List 4 major degrees offered from the post-secondary school selected:
8. List 4 minor degrees offered from the post-secondary school selected:
9. List any Doctoral programs offered from the post-secondary school selected:

“HELP ME!”

Community Needs List

1. Which organizations in town need volunteers?
2. Which community projects are in need of help?
3. List individuals who would appreciate help. What help is needed?

“I CAN HELP!” **Action Plan**

This is the need I'd like to help with:

This is my goal:

Here are the steps I'll need to take to meet my goal:

This is what my final project will look like:

Here's how I'll evaluate my project:

Fastweb Scholarships

Step by Step Instructions:

1. Have students log into the website www.fastweb.com .
2. Have them click on the button under “Start Winning Scholarships Today” and complete the personal information. They will need their email address.
3. Have the students write down their log-in and password in their planners.
4. Have them continue completing their survey information. Students may need to return to this site after discussing with their parents the organizations they may have membership within. Students may also have questions about specific organizations that they may need to contact parents about.
5. Inform the students that at the completion of this activity, they will start receiving specific scholarship applications/information on the email address they listed. Remind them to check the site often.
6. Paying attention to deadlines is vital. Instruct students to write these dates in their planners as soon as they receive the initial mailing about a scholarship.

My Personal Application/Scholarship Information

1. My GPA is: _____
2. My class rank is: _____
3. My ACT Score is: _____
4. My SAT Score is: _____
5. School Activities that I have been involved in:

Activity

Year(s)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. Community Activities that I have been involved in (church, 4-H, etc):

Activity

Year(s)

_____	_____
_____	_____
_____	_____
_____	_____

7. Volunteer Activities

Activity

Hours Served

_____	_____
_____	_____
_____	_____
_____	_____

8. Honors/Awards and Recognition

9. Work Experience

Job

Years Worked

_____	_____
_____	_____
_____	_____
_____	_____

Financial Aid

1. FAFSA website (<http://www.fafsa.ed.gov/>)
2. Apply for a Personal Identification Number (PIN) at the FAFSA website.
3. Print verification of his/her PIN application.
4. Print, from the FAFSA website, a "FAFSA on the Web" worksheet (available as .pdf files in either color or black and white).
5. Completed FAFSA form and/or financial aid award letter. (Please note that the award letter can take as long as six weeks to receive.)

Financial Aid Definitions

FAFSA - free application for federal student aid

PIN - personal identification number, imperative for student and parent to complete on-line FAFSA and receive award letter.

SEOG - Supplemental Educational Opportunity Grant

Stafford Subsidized Loan - Interest will be paid by the government while student is still in college

Stafford Unsubsidized Loan - Student is responsible for interest accrued on loan from the time of disbursement.

EFC – Expected Family Contribution

SAR – Student Aid Report

Financial Aid Award Letter – Letter student receives from post secondary school explaining financial aid offered to student.

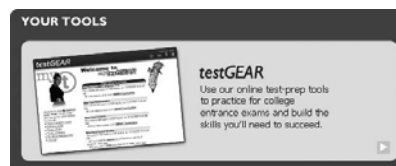
Work Study – Jobs through educational facilities that accommodate academic schedules.

Guidance Central Smart Curriculum

TESTGEAR

1. Discuss with students the importance of the ACT test results. Explain to students that they will be using a web-based program to help them improve their academic skills and also to prepare for this assessment.

2. Have students log into www.sd.bridges.com. Select “testGEAR” from “Your Tools” box.



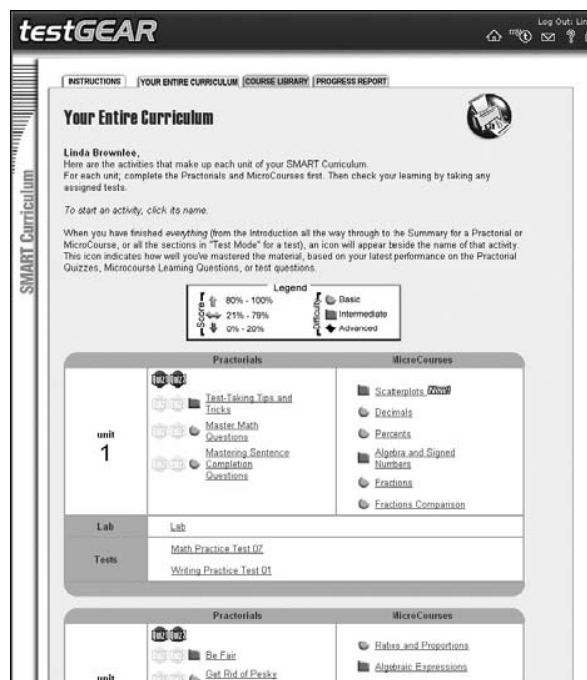
3. Explain the 3 tabs in the SMART Curriculum.

- a. “Your Entire Curriculum” contains units based on their BrainScan results.
- b. “Course Library” provides students with access to all of the testGEAR curriculum materials in the course regardless of whether or not it has been assigned to them in their individualized curriculum. Moving freely from one section to the next, students are able to work through three to four hours of instruction in any learning units they choose.
NOTE: The “Course Library” also enables teachers to assign common learning units to all students.

- c. Use the “Progress Report” tab to see the date that full tests, practice tests, and mini-tests were completed, the score, and a link to the results.

4. Have students click the tab marked “Your Entire Curriculum” at the top of the page. The curriculum for all the assigned units will be displayed. Click on and describe the activities within a unit as follows:

- a. Practorials: Interactive tutorials that focus on test-taking strategies. These should be completed first.



- b. MicroCourses: Interactive tutorials that cover specific skills tested on the exam. These should be completed after the Practorials.
- c. Lab: Builds student vocabulary and sentence completion skills in a fast-paced trivia game show. It takes approximately 20 minutes to complete, with 30 seconds allotted for each question. Students may play for as long as they wish, and accumulate points from session to session. A “Top Ten” list shows which testGEAR students have the highest scores.

- d. Tests: These help check their understanding of the material covered and should be done last. They either simulate the actual testing situation or, if taken in learner mode, provide explanations along the way. The tests range in length from practice tests to mini-tests to full tests. Practice tests can be taken in one of the following modes:
- Learner Mode: An untimed testing mode that allows students to complete the course at their own pace. This mode also provides students with assistance when answering questions.
 - Test Mode: A timed testing mode that simulates an actual test-taking situation. Additional assistance on test questions is not provided in this mode and answers to questions are not provided until the entire test is complete.
5. When students have completed a unit and reviewed the results, they click on the “SMART” button to return to their SMART Curriculum. Then click on “Your Entire Curriculum” tab. When returning to this page, an arrow icon next to the unit indicates that is was completed and provides students with a general idea of how well they did on it. (Suggest to students that they not move on until they get a green arrow.)
- A green up arrow equals 80-100%.
 - A yellow even arrow equals 21-79%.
 - A red down arrow equals 0-20%.
6. Following this introduction, inform students that they can work on the SMART Curriculum anywhere they have Internet access to help them prepare for the ACT.

